Eleventh Grade English Language Arts Expectations: Second Quarter

**Dear Parents,**

Your child is beginning an exciting unit in junior English Language Arts.

During the second nine weeks, he or she will be reading, discussing, and writing about several texts that explore the following essential question:

*What is the appropriate balance between allowing an individual to defend his or ideas and tolerating another’s ideas? At what point does defending one’s idea turn to indefensible hysteria?*

Your child will read the American play, *The Crucible*. The play describes the witch hysteria in Salem in 1692, but playwright Arthur Miller admits the play is meant to parallel the events of the “Red Scare” in the 1950’s.

Students will continue to explore how writers use words/phrases to create images and how word choice can convey a speaker’s tone. Additionally, students will analyze themes and how they develop across a text.

In addition to the required reading related to the unit, your child will select texts for independent reading and keep a record of his or her reading. It is important your child maintain a regular habit of reading.

As a culminating task, your child will compose and publish an informative essay analyzing *The Crucible.*

By the end of the first quarter, your child should know and be able to do the following:

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| **READING** | **WRITING** |
| Read grade level texts closely, using annotating strategies to deepen understanding. | Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. |
| Explain what the text says, and draw inferences and support them with textual evidence. | Use technology, including the Internet, to produce, publish, and update individual and shared writing products. |
| Determine two or more themes or central ideasof a text and analyze their development over the course of a text. | Write informative/explanatory texts to examine and convey complex ideas. |
| Analyze an author’s choice of words, explaining how particular words/phrases impact the meaning and tone. | Produce informative texts that…  introduce a topic; organize ideas; develop topic thoroughly with well-chosen, relevant, and sufficient evidence; use transitions to connect ideas and to embed evidence smoothly in own writing; |
| Analyze figurative and connotative meanings of words. | Produce informative texts that…  use precise language and techniques, such as metaphor, simile, and analogy; establish a formal style and objective tone; use formal citations; provide a concluding statement that voices implications or significance of topic. |
| Select texts for independent reading (books, online articles, magazine and journal articles, textbook selections, poems, plays, etc), and establish a habit and record of regular independent reading. |
| **SPEAKING AND LISTENING** | **LANGUAGE** |
| Participate in a range of text-centered discussions: | Use standard English conventions of grammar and usage to make effective choices for meaning and style:   * Vary sentences for effect:   + Use verbal phrases: participial, gerund, and infinitive.   + Use adverbial clauses. |
| * Come to discussions prepared, having read and researched materials under study. | Use standard English capitalization, punctuation, and spelling:   * Use comma to set off introductory elements, especially adverbial clauses. * Punctuate quoted material correctly. |
| * Refer to specific parts of the text. |
| * Pose and respond to questions that probe reasoning and evidence. |
| * Relate discussion to broader themes or larger ideas. | Determine the meaning of unknown words:   * Use context clues * Use appropriate references (print/digital) to determine meaning and word origin. |
| * Clarify, verify, and challenge ideas and conclusions. |
| * Promote divergent and creative perspectives, and respond thoughtfully to diverse perspectives. |
| * Work with peers to promote civil, democratic discussions and decision-making. | Analyze the role of figurative language (simile and metaphor) in a text and explain how it impacts meaning. |
| * Actively incorporate others in discussion. | Use general academic vocabulary in reading, writing, speaking, and listening for comprehension. |
| Understand how language functions in different contexts, to make effective choices for meaning and style. |